

SPRINGFIELD ELEMENTARY

2741 Clover Street
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	709 Students	
Principal	Vacant	843-763-1538
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good*
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	Below Average
2006	Good	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

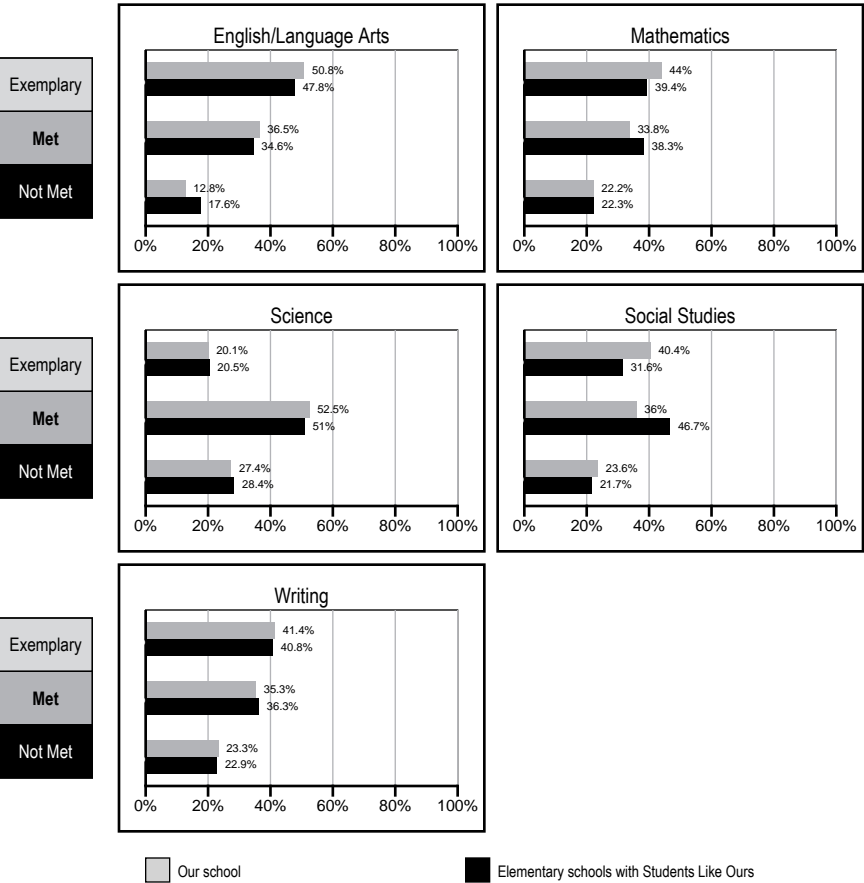
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	36	30	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=709)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 2.4%	1.1%	1.2%
Attendance rate	94.7%	Down from 95.7%	96.0%	96.1%
Eligible for gifted and talented	12.7%	Down from 14.6%	12.1%	11.7%
With disabilities other than speech	5.2%	Up from 2.6%	8.5%	8.0%
Older than usual for grade	0.2%	Down from 0.3%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	56.5%	Down from 57.1%	59.3%	60.5%
Continuing contract teachers	76.1%	Down from 80.0%	84.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.3%	Up from 81.1%	88.6%	87.0%
Teacher attendance rate	99.7%	Up from 95.4%	95.3%	95.4%
Average teacher salary*	\$45,693	Up 2.3%	\$47,128	\$47,288
Professional development days/teacher	9.6 days	Up from 9.3 days	10.1 days	10.5 days
School				
Principal's years at school	21.0	Up from 20.0	4.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 19.7 to 1	19.4 to 1	19.2 to 1
Prime instructional time	94.3%	Up from 90.6%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	80.8%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,218	Down 16.4%	\$7,365	\$7,548
Percent of expenditures for instruction**	69.2%	Down from 71.1%	67.4%	68.7%
Percent of expenditures for teacher salaries**	64.9%	Up from 63.1%	64.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Report of Principal and School Improvement Council

Located in the heart of the Ashley River historical district, Springfield Elementary School is one of the few remaining neighborhood schools that is committed to increasing student achievement for all students who enter our school doors. Highly qualified teachers differentiate instruction to meet the needs and learning styles of each child. High parental involvement ensures that the entire Springfield community is working together for the welfare of our students. Springfield continues to achieve performance excellence by supporting the district's Core Values: Results, Access, and Partnerships. Teachers collaborate to improve instruction and implement inclusion, creating a constructive professional learning community. Springfield is proud to promote its "Excellent" Absolute Rating that it received on the South Carolina Annual School Report Card, which is an increase from "Good" for the previous six years.

The faculty and staff of Springfield Elementary are very pleased to welcome families from new attendance lines for the 2010-2011 school year. We look forward to working together for the welfare of their children. Quarterly orientation classes are held for new students to help those children feel welcomed and comfortable at our school. We are always welcoming new parents to participate and to become an active part in our school PTA and School Improvement Council.

Springfield integrates cutting-edge technology with Charleston's Coherent Curriculum. Each classroom is equipped with a SMARTboard, two desktop computers, and a laptop computer for instruction. Students have access to three computer labs on a daily basis. Each computer lab is equipped with 30 state-of-the-art desktop computers, a SMARTboard, and a networked printer. These labs are used for technology integration into the curriculum, Academy of Reading, and SuccessMaker software.

At Springfield, students come first!

Dr. Jacqueline Dingel, Principal
William Reinecke, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	73	33
Percent satisfied with learning environment	83.3%	83.6%	87.9%
Percent satisfied with social and physical environment	78.9%	78.9%	84.8%
Percent satisfied with school-home relations	57.9%	79.2%	87.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	298	100	12.8	36.5	50.8	93.2	85	83.5	Yes	Yes
Gender										
Male	148	100	12.1	38.6	49.2	94.7	81.6	80.1	N/A	N/A
Female	150	100	13.4	34.3	52.2	91.8	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	153	100	5	32.9	62.1	97.1	95.3	89.6	Yes	Yes
African American	123	100	24.8	41.9	33.3	86.7	75.2	74.6	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	15	100	64.3	28.6	7.1	57.1	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	N/A	N/A	N/A	100	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	100	19.6	41.3	39.1	89.9	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	298	100	22.2	33.8	44	89.8	81	80.4	Yes	Yes
Gender										
Male	148	100	21.2	34.8	43.9	90.2	78.9	78.4	N/A	N/A
Female	150	100	23.1	32.8	44	89.6	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	153	100	13.6	32.1	54.3	95	94.5	87.8	Yes	Yes
African American	123	100	35.2	37.1	27.6	81	68	69.3	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	15	100	71.4	21.4	7.1	64.3	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	15.4	30.8	53.8	100	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	100	30.4	38.4	31.2	86.2	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	200	100	27.4	52.5	20.1	72.6	67.4	67.3
Gender								
Male	102	100	27.8	51.1	21.1	72.2	66.2	66.9
Female	98	100	27	53.9	19.1	73	68.5	67.7
Racial/Ethnic Group								
White	108	100	16.2	51.5	32.3	83.8	89	79.6
African American	80	100	N/A	N/A	N/A	54.4	46.7	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	11	100	N/A	N/A	N/A	27.3	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	107	100	38.5	53.8	7.7	61.5	49.3	55.4

Social Studies

All Students	197	100	24	35.8	40.2	76	73.8	70.9
Gender								
Male	91	100	20.2	33.3	46.4	79.8	72.3	70.1
Female	106	100	27.4	37.9	34.7	72.6	75.3	71.7
Racial/Ethnic Group								
White	99	100	12.2	33.3	54.4	87.8	90.1	79.2
African American	81	100	40.3	38.9	20.8	59.7	58.4	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	105	100	34.8	42.4	22.8	65.2	60.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	233	99.1	22.7	35.6	41.7	77.3	75	72.1	95	95.7
Gender										
Male	109	100	25.8	40.2	34.1	74.2	69.1	65.2	94.7	95.5
Female	124	98.4	19.7	31.1	49.2	80.3	81	79.2	95.2	95.8
Racial/Ethnic Group										
White	107	100	12.9	32.1	55	87.1	91	80.8	95.2	95.8
African American	108	98.2	35	41.7	23.3	65	60.2	59.7	94.4	95.5
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.2	87	97.1	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.7	64.6	95.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	95.4	95.6
Disability Status										
Disabled	14	100	69.2	23.1	7.7	30.8	28.4	27.7	94.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	12	100	23.1	23.1	53.8	76.9	63.5	63.7	96.7	96.3
Socio-Economic Status										
Subsidized meals	137	98.5	33.6	36.6	29.9	66.4	61.1	61.9	94.2	95.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	74	100	9.5	50.8	39.7	90.5
	4	69	100	18.8	32.8	48.4	81.3
	5	71	100	13.4	49.3	37.3	86.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	93	100	16	22.2	61.7	84
	4	99	100	15.4	47.3	37.4	84.6
	5	96	100	7.1	38.8	54.1	92.9
	6	10	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	74	100	28.6	31.7	39.7	71.4
	4	69	100	7.8	50	42.2	92.2
	5	71	100	28.4	41.8	29.9	71.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	93	100	28.4	14.8	56.8	71.6
	4	99	100	16.5	38.5	45.1	83.5
	5	96	100	23.5	47.1	29.4	76.5
	6	10	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	37	100	32.3	61.3	6.5	67.7
	4	69	100	18.8	54.7	26.6	81.3
	5	34	100	27.3	63.6	9.1	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	100	36.6	39	24.4	63.4
	4	99	100	26.4	53.8	19.8	73.6
	5	49	100	23.3	62.8	14	76.7
	6	5	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	37	100	12.5	37.5	50	87.5
	4	69	100	7.8	48.4	43.8	92.2
	5	37	100	23.5	44.1	32.4	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	46	100	27.5	30	42.5	72.5
	4	99	100	17.6	37.4	45.1	82.4
	5	47	100	32.6	37.2	30.2	67.4
	6	5	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	71	98.6	19.4	37.1	43.5	80.6
	4	67	100	12.5	50	37.5	87.5
	5	70	100	28.4	28.4	43.3	71.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	75	100	29.6	28.4	42	70.4
	4	81	100	22	34.1	44	78
	5	77	97.4	18.1	44.6	37.3	81.9
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample